

**APPENDIX F.1:
Evidence Table**

Appendix F.1

Table Summarizing Evidence for Proposed Solutions

Note: Exemplary research is cited – this is not an exhaustive listing.

Proposed Solutions – Project Services for Children in NAZ and Solution Elements	Sources of Evidence	Strength of Evidence*
Solution 1: NAZ Connector Engagement Process with Families		
1.1 NAZ Connector engagement with resident families	Bandura, A. (1977). <i>Social learning theory</i> . Englewood Cliffs, NJ: Prentice-Hall. Warren, M. R., Hong, S., Rubin, C. L., & Uy, P. S. (2009). Beyond the bake sale: A community-based relational approach to parent engagement in schools. <i>Teachers College Record</i> 111, 2209-2254.	PP
Solution 2: Academic Case Management		
2.1 Monitor seasonally and intervene early (tutoring/supplementary instruction, mentoring) when kindergartners fail to make expected early literacy progress	O'Shaughnessy, T. E., Draper, K., Christenson, S. L., Miltich, A., Waldbart, A., & Gabriel, S. (2004). <i>Preventive intervention for kindergarten children at risk for school failure: Efficacy of a sustained early literacy-school engagement procedure</i> . Unpublished manuscript, University of Minnesota. Fuchs, D., Fuchs, L.S., Thompson, A., Al Otaiba, S., Yen, L., Yang, N., & Braun, M. (2002). Exploring the importance of reading programs for kindergartners with disabilities in mainstream classrooms. <i>Exceptional Children</i> , 68, 295-311.	M
2.2 Monitor seasonally and intervene early (with tiered supplemental academic instruction during and outside regular school time, mentoring, monitoring) when elementary students do not make expected academic progress in reading, mathematics, or written expression	Buzhardt, J., Greenwood, C. R., Abbott, M., & Tapia, Y. (2007). Scaling up class wide peer tutoring investigating barriers to wide-scale implementation from a distance, <i>Learning Disabilities: A Contemporary Journal</i> , 5, 75-96. Compton, D. L., Fuchs, D., Fuchs, L. S., & Bryant, J. D. (2006). Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures. <i>Journal of Educational Psychology</i> , 98,	S

	<p>394-409.</p> <p>Fuchs, L. S., Fuchs, D., Compton, D. L., Bryant, J. D., Hamlett, C. L., & Seethaler, P. M. (2007). Mathematics screening and progress monitoring at first grade: Implications for response-to-intervention. <i>Exceptional Children, 73</i>, 311-330.</p> <p>Lehr, C. A., Sinclair, M. F., & Christenson, S. L. (2004). Addressing student engagement and truancy prevention during the elementary years: A replication study of the Check & Connect model. <i>Journal of Education for Students Placed At Risk, 9</i>, 279-301.</p> <p>Speece, D.L., Ritchey, K.D., Silverman, R., Schatschneider, C., Walker, C.Y., & Andrusik, K. N. (2010). Identifying children in middle childhood who are at risk for reading problems. <i>School Psychology Review, 39</i>, 258-276.</p>	
<p>2.3 Monitor and intervene early (tutoring/supplementary instruction, mentoring) when secondary students are absent from school and/or fail to make expected academic progress</p>	<p>Kamps, D., Greenwood, C., Arreaga-Mayer, C., Veerkamp, M., Utley, C., Tapia, Y., Bowman-Perrott, L., & Bannister, H. (2008). The efficacy of ClassWide Peer Tutoring in middle schools. <i>Education and Treatment of Children, 31</i>, 1-34.</p> <p>Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. <i>Exceptional Children, 65</i>, 7-21.</p> <p>Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. <i>Exceptional Children, 71</i>, 465-482.</p>	S
<p>Solution 3: Implement the NAZ Connect tool across families, schools and partners</p>		
<p>3.1 Use the NAZ Connect tool to coordinate services and track individual progress according to family and student needs and goals</p>	<p>Bruder, M.B., Harbin, G.L., Whitbread, K., Conn-Powers, M., Roberts, R. (2005). Establishing Outcomes for Service Coordination: A Step Towards Evidence Based Practice. <i>Topics in Early Childhood Special Education, 25</i>, 177-188.</p> <p>Davies, E., Wood, B. & Stephens, R. (2002).</p>	PP

	<p>From Rhetoric to Action: A case for a comprehension community-based initiative to improve developmental outcomes for disadvantaged children. <i>Social Policy Journal of New Zealand</i>, 19, 28-47.</p> <p>Stanard, R.P. (1999). The Effect of Training in a Strengths Model of Case Management on Client Outcomes in a Community Mental Health Center. <i>Community Mental Health Journal</i>, 35, 169-179.</p> <p>Ziguras, S. J., Stuart, G. W., & Jackson, A. C. (2002). Assessing the Evidence on Case Management. <i>British Journal of Psychiatry</i>, 181, 17-21.</p>	
<p>Solution 4: Parent Education Curriculum</p>		
<p>4.1 Provide parent education through the Family Academy and support attendance through the Engagement Team</p>	<p>Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., & Bornstein, M. H. (2000). Contemporary research on parenting: The case nature and nurture. <i>American Psychologist</i>, 55, 218-232.</p> <p>Dishion, T. J., Connell, A., Weaver, C., Shaw, D., Gardner, F., & Wilson, M. (2008). The family check-up with high-risk indigent families: Preventing problem behavior by increasing parents' positive behavior support in early childhood. <i>Child Development</i> 79(5), 1395-1414.</p> <p>Peterson, P., Carta, J. J., & Greenwood, C. R. (2005). The effects of teaching enhanced milieu language teaching skills to parents in multiple risk families. <i>Journal of Early Intervention</i>, 27, 94-109.</p> <p>Rafdal, B. (2011). Effects of graphical feedback and coaching on the quantity and quality of parent-child language interaction. (Unpublished Doctoral Dissertation). University of Minnesota, Minneapolis.</p> <p>Shonkoff, P. & Phillips, D. (2000). <i>From Neurons to Neighborhoods: The Science of Early Childhood Development</i>. Washington, D.C.: National Academy Press.</p> <p>Tamis-LeMonda, C.S., Bornstein, M.H., &</p>	

<p>4.1 Provide parent education through the Family Academy and support attendance through the Engagement Team</p>	<p>Collins, W. A., Maccoby, E. E., Steinberg, L., Hetherington, E. M., & Bornstein, M. H. (2000). Contemporary research on parenting: The case nature and nurture. <i>American Psychologist</i>, 55, 218-232.</p> <p>Dishion, T. J., Connell, A., Weaver, C., Shaw, D., Gardner, F., & Wilson, M. (2008). The family check-up with high-risk indigent families: Preventing problem behavior by increasing parents' positive behavior support in early childhood. <i>Child Development</i> 79(5), 1395-1414.</p> <p>Peterson, P., Carta, J. J., & Greenwood, C. R. (2005). The effects of teaching enhanced milieu language teaching skills to parents in multiple risk families. <i>Journal of Early Intervention</i>, 27, 94-109.</p> <p>Rafdal, B. (2011). Effects of graphical feedback and coaching on the quantity and quality of parent-child language interaction. (Unpublished Doctoral Dissertation). University of Minnesota, Minneapolis.</p> <p>Shonkoff, P. & Phillips, D. (2000). <i>From Neurons to Neighborhoods: The Science of Early Childhood Development</i>. Washington, D.C.: National Academy Press.</p> <p>Tamis-LeMonda, C.S., Bornstein, M.H., & Baumwell, L. (2001). Maternal responsiveness and children's achievement of language milestones. <i>Child Development</i>, 72(3), 748-767.</p> <p>Taylor, T. K., Schmidt, F., Pepler, D., & Hodgins, H. (1998). A comparison of eclectic treatment with Webster-Stratton's parents and children series in a children's mental health center: A randomized controlled trial. <i>Behavior Therapy</i>, 29, 221-240.</p> <p>Wilder Research. (2010, May). <i>Northside Achievement Zone: Community baseline survey results</i>. St. Paul: Maxfield, J., Shelton, E., & Owen, G.</p>	
<p>Solution 5: Building a Teacher</p>		

<p>Solution 6: Comprehensive Early Learning Network</p> <ul style="list-style-type: none"> • Access to 3- & 4-Star rated early learning programs • Screening at 3 years • Early childhood education and support services 		
<p>6.1 Enrollment in high-quality early care and education programs promotes school readiness</p>	<p>Reynolds, A. J., Temple, J. A., Ou, S.-R., Arteaga, I. A., & White, B. A. B. (2011). School-based early childhood education and age-28 well-being: Effects by timing, dosage, and subgroups. <i>Science</i>, 333(6040), 360-364.</p> <p>Barnett, W. S. (2011). Effectiveness of early educational intervention. <i>Science</i>, 333(6045), 975-978.</p>	<p>S</p>
<p>6.2 Screening at age three promotes early identification and services for developmental concerns that may affect school readiness and later achievement</p>	<p>Glascoe, F. P. (2000) Evidence-based approach to developmental and behavioral surveillance using parents' concerns. <i>Child: Care, Health, and Development</i>, 26,137-149.</p> <p>Squires J, Nickel R E, & Eisert D. (1996) Early detection of developmental problems: Strategies for monitoring young children in the practice setting. <i>Journal of Developmental and Behavioral Pediatrics</i>, 17, 420-427.</p> <p>Squires, J., Katzev, A., & Jenkins, F. (2002). Early screening of developmental delays: Use of parent-completed questionnaires in a home visiting program. <i>Early Childhood Development and Care</i>. 172 (3), 275-282.</p> <p>Wilson, S. B., & Lonigan, C. J. (2010). Identifying preschool children at risk of later reading difficulties: Evaluation of two emergent literacy screening tools. <i>Journal of Learning Disabilities</i>, 43(1), 62-76.</p>	<p>M</p>
<p>6.3 Provide scholarships to increase access and stabilize participation in high-quality early care and education programs</p>	<p>Gaylor, E., Spiker, D., Williamson, C., & Ferguson, K. (2011). <i>Saint Paul Early Childhood Scholarship program evaluation annual report: Year 3</i>. Saint Paul, MN: Minnesota Early Learning Foundation.</p>	<p>PP</p>
<p>Solution 7: Out-of-School Time Network</p>		

<ul style="list-style-type: none"> • Extended learning academic programs • Best-practice mentoring • Arts and humanities enrichment 		
<p>7.1 Extended learning – tutoring</p>	<p>August, G. J., Realmuto, G. M., Hektner, J. M., & Bloomquist, M. L. (2001). An integrated components preventive intervention for aggressive elementary school children: The Early Risers program. <i>Journal of Consulting and Clinical Psychology, 69</i>, 61.</p> <p>Baker, S., Gersten, R., & Keating, T. (2000). When less may be more: A 2-year longitudinal evaluation of a volunteer tutoring program requiring minimal training. <i>Reading Research Quarterly, 35</i>, 494-519.</p> <p>Langberg, J. M., Smith, B. H., Bogle, K. E., Schmidt, J. D., Cole, W. R., & Pender, C. A. S. (2006). A pilot evaluation of small group Challenging Horizons Program (CHP): A randomized trial. <i>Journal of Applied School Psychology, 23</i>, 31-58.</p> <p>Morris, D., Shaw, B., & Perney, J. (1990). Helping low readers in grades 2 and 3: An after-school volunteer tutoring program. <i>Elementary School Journal, 91</i>, 133-150.</p> <p>Vadasy, P. F., & Sanders, E. A. (2008). Code-oriented instruction for kindergarten students at risk for reading difficulties: A replication and comparison of instructional grouping. <i>Reading and Writing: An Interdisciplinary Journal, 21</i>, 929-963.</p>	<p>S</p>
<p>7.2 Increasing quantity and quality of mentoring</p>	<p>DuBois, D. L., B. E. Holloway, et al. (2002). "Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review." <i>American Journal of Community Psychology 30</i>, 157-197.</p> <p>Gordon, D. M., D. K. Iwamoto, et al. (2009). "Mentoring Urban Black Middle School Male Students: Implications for Academic Achievement." <i>Journal of Negro Education 78</i>, 277-289.</p> <p>Grossman, J. B. & J. E. Rhodes (2002). "The</p>	<p>S</p>

	<p>Test of Time: Predictors and Effects of Duration in Youth Mentoring Relationships." <i>American Journal of Community Psychology</i> 30, 199-219.</p> <p>Herrera, C., J. B. Grossman, et al. (2011). "Mentoring in Schools: An Impact Study of Big Brothers Big Sisters School-Based Mentoring." <i>Child Development</i> 82, 346-361.</p>	
<p>Solution 8: Track key barriers to family health, well-being, and stability, and connect families to necessary services, including:</p> <ul style="list-style-type: none"> • Family stability with housing, career and financial pathways • Individual adult and child health and behavioral health • Regular and preventive health care and a Medical Home 		
<p>9.1 Stabilize housing and reduce mobility; provide access to screening, early identification, and effective therapeutic services for child and youth mental health concerns; provide access for children and families to regular, preventive health care and a Medical Home</p>	<p>Shonkoff, J. P., & Phillips, D. (2000). <i>From neurons to neighborhoods: The science of early childhood development</i>. Washington DC: National Academies Press.</p> <p>Goering, J., Feins, J.D., & Richardson, T.M. (2002). A cross-site analysis of initial moving to opportunity demonstration results. <i>Journal of Housing Research</i>, 13, 1-30.</p> <p>Leventhal, T., & Brooks-Gunn, J. (2003). Moving to opportunity: an experimental study of neighborhood effects on mental health. <i>American Journal of Public Health</i>, 93, 1576-1582.</p> <p>Kling, J.R., Liebman, J.B. (2001). Moving to opportunity in Boston: Early results of a randomized mobility experiment. <i>The Quarterly Journal of Economics</i>, 116, 607-654.</p> <p>Reynolds, A.J., Temple, J.A., Ou, S.R., Robertson, D.L., Mersky, J.P., Topizes, J.W., & Niles, M.D. (2007). Effects of a school-based, early childhood intervention on adult health and well-being. <i>Archives of Pediatrics & Adolescent Medicine</i>, 161, 730-739.</p> <p>Rosenbaum, J.E. (1995). Changing the</p>	<p>PP</p>

	<p>geography of opportunity by expanding residential choice: Lessons from the Gautreaux program. <i>Housing Policy Debate</i>, 6, 231-269.</p>	
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**Definitions:*

S = Strong evidence (“evidence from studies with designs that can support causal conclusions (i.e., studies with high internal validity), and studies that, in total, include enough of the range of participants and settings to support scaling up to the state, regional, or national level (i.e., studies with high external validity)”)

M = Moderate evidence (“evidence from previous studies with designs that can support causal conclusions (i.e., studies with high internal validity) but have limited generalizability (i.e., moderate external validity) or from studies with high external validity but moderate internal validity”)

PP = Promising Practice. This is a NAZ designator for a practice has been identified by Action Team content and practice experts to ‘fill the gaps’ when strong or moderate evidence for needed solutions do not exist. These Promising Practices will be carefully evaluated and validated (i.e., moderate evidence) or incrementally improved, based on observed results. See the *Quality of Project Services* section for more information.

**APPENDIX F.2:
Implementation Plan**

Appendix F.2

**Northside Achievement Zone
Promise Neighborhood Implementation Plan**

To bring the successful pilot effort to scale, from serving 133 families with 359 children to serving 1,250 families with 3,000 children, NAZ will significantly expand its staffing.

Engagement Team Staffing Plan for Education Continuum Partners:

Location	Staffing	
	NAZ Connector (FTE)	Academic Case Manager (FTE)
Target Schools:		
Elizabeth Hall Elementary	1	1
Nellie Stone Johnson	2	2
Harvest Prep/SEED Academy	2	2
Ascension School	1	1
Sojourner Truth	1	1
WISE Academy	1	1
North High School	1	1
PYC Arts and Technology	1	1
Patrick Henry High School	1	1
Early Learning Centers:		
Bright Waters Montessori	.5	.5
LaCreche	.5	.5
Northside Child Development Center	.5	.5
Family Partnership	1	1
Out-of-School Time Anchors:		
Plymouth Christian Youth Ctr.	2	2
Kinship of Greater Minneapolis	.5	.5
Big Brothers and Big Sisters	.5	.5
Bolder Options	.5	.5
At Large:	3	3
Total	20	20

Notes:

- The number of FTEs for NAZ Connectors and Academic Case Managers is determined based on number of NAZ children enrolled in programs and Target Schools.

- It is estimated that one FTE NAZ Connector can serve 50 families and one FTE Academic Case Manager can serve up to 70 children.
- “At-large” NAZ Connectors and Academic Case Managers will work with families NOT recruited through Target Schools or Anchor Partners.
- There are currently six Engagement Team members (three NAZ Connectors and three Academic Case Managers) working in the pilot.

Staffing Plan for NAZ Navigators and NAZ Liaisons:

Navigators = content-experts for specific areas to support access and effective linkage across multiple organizations in the Action Area.

Liaisons = staff assigned to an Anchor Partner to provide capacity to the organization to coordinate services for NAZ families (including managing the database, coordinating NAZ-Tested Seal of Effectiveness work, and acting as the lead contact at the organization for all NAZ Connectors and Academic Case Managers)

Position	FTE	Notes
Target School Liaisons	5	1 FTE at schools with over 300 enrollment; .5 FTE at schools with enrollment of 300 and under
Early Childhood Navigator	1	
Early Childhood Liaisons @Way to Grow, Greater Minneapolis Crisis Nursery, Minnesota Visiting Nurse Agency	3	Staffing Early Childhood Anchor Partners who are not already assigned an Engagement Team
Housing Navigator	1	
Housing Liaison @ Urban Homeworks	2	
Career and Finance Navigator	1	
Career and Finance Liaisons @ Emerge Community Development and Twin Cities RISE!	2	
Behavioral Health Navigator	1	
Behavioral Health Liaison @ Washburn Center for Children and NorthPoint Health and Wellness	2	

Solution 1: NAZ Connector (neighbor-leader) engagement process with families

Service Provider(s): NAZ

Segmentation Analysis: 2,047 families estimated in Zone
1,794 of Zone families estimated to need service

Current Level of Service: 133 families with 359 children (pilot)

Source of Funding: NAZ budget

Key Information about Solution

Current level of service	133 families			
Current estimated saturation rate (need vs. receive solution)	7%			
Target saturation rate as Promise Neighborhood	56%			
Cost per family (cost of NAZ Connector and Engagement Leadership)	\$839 per year			
# of families targeted for scale up plan				
2012	2013	2014	2015	2016
400	1,000	1,000	1,000	1,000

NAZ will scale up this solution by:

- Increasing the current level of three NAZ Connector staff who meet 7% of the need, to 20 staff meeting 56% of the need. Staff increase will be implemented in early 2012 and maintained through all five years of the project.
- Seventeen NAZ Connectors will be hired by NAZ and assigned directly to Target Schools or Anchor Partners in the education continuum. Three will serve as “at-large” Connectors working with families recruited through door-to-door outreach.
- Key strategies and techniques from the pilot will be articulated to create pilot-tested protocols for training and acclimation of new NAZ Connectors.
- Increase of families in 2012 will be moderate (estimated 400) due to the time investment required to recruit and sustain enrollment of target families, as experienced during pilot recruitment. In the pilot phase, NAZ experienced a 50% retention rate of recruited families resulting in active enrollment.
- It is expected by year 2013, a culture amongst families in the Zone and at Target Schools will be built through neighbor-leader strategy, so that retention will increase to 75%.

Solution 2: Academic Case Management through NAZ

Service Provider(s):	NAZ (working in partnership with Target Schools and Extended learning Anchor Partners)
Segmentation Analysis:	2,892 students estimated in Zone 2,204 students in Zone estimated to need service
Current Level of Service:	86 students recruited from Target Schools starting ACM (pilot)
Source of Funding:	NAZ budget

Key Information about Solution

Current level of service (pilot)	86 students			
Current estimated saturation rate (need vs. receive solution)	3%			
Target saturation rate	60%			
Cost per child (cost of Academic Case Manager and associated leadership)	\$648 per year			
# of families targeted for scale up plan				
2012	2013	2014	2015	2016
500	1,300	1,300	1,300	1,300

NAZ will scale up this solution by:

- Increasing current level of three Academic Case Manager staff meeting .5% of need in pilot to 20 staff meeting 60% of need.

Solution 3: NAZ Connect achievement planning and data system (*coordinated service-delivery system*)

Service

Provider(s): NAZ (Service delivered through ALL nine Target Schools and 19 Anchor Partners who will fully use NAZ Connect Achievement Planning and Data System as a Promise Neighborhood)

Segmentation

Analysis: 1,794 families with 4,211 children are targeted as needing coordinated services

Current Level of Service:

133 families with 359 children utilize NAZ Connect pilot

***Note:** In addition to pilot families already using NAZ Connect, 1,672 children living in the Zone receive services through Anchor Partners (see Appendix F.5 *Partner Table*) or attend a Target School. It is estimated that 75% of those children and their families will be recruited to create the initial scale-up wave in 2012.

Source of Funding: NAZ budget

Key Information about Solution

Current level of service	133 families 359 children
Current estimated saturation rate of total families needing coordinated services	7%
Target saturation rate of estimated need	70% 1,250 families 3,000 children
Cost per family (cost of NAZ Connect technology, Director	\$550 per family annually

of Project Services, NAZ Liaisons, and Navigators for estimated number of children in NAZ Connect)				
# of families and children targeted for scale up plan				
2012	2013	2014	2015	2016
500 families	600	1,250	1,250	1,250
1,300 children	1,600	3,000	3,000	3,000
33%	45%	70%	70%	70%

Scale Up Implementation Plan:

- Elevate all Target Schools and Anchor Partners (per Memorandum of Understanding) to use the NAZ Connect achievement planning and data system to establish fully coordinated service-delivery system across all areas.
- Families will be targeted for greater services through one-on-one relationships with NAZ Connector and Academic Case Manager relationships. It is expected that 50% of those targeted will follow through on more “high touch” process provided by this NAZ Engagement Team. The remainder will be tracked through the NAZ Connect tool for service-coordination by staff at Target Schools or partner organizations.
- NAZ will hire “NAZ Liaisons” to work with Target Schools and Anchor Partners and provide capacity for additional workload for using the NAZ Connect tool with families and students.
- “Navigators” will be hired as Action Area experts for key areas to help break down systems and support Engagement Team and family access to services.

Solution 4: NAZ Family Academy parent education curriculum

Service Provider(s):	NAZ Minneapolis Public Schools Youth Coordinating Board The Family Partnership U of M, Center for Early Education Department U of M, College-Readiness Consortium Parents as Teachers Plymouth Christian Youth Center
Segmentation Analysis:	Foundations course – 1,794 families Infant/Toddler course– 655 families Pre-School course – 573 families Elementary course – 1,187 families Middle School course – 676 families High School course – 860 families
Current Level of Service:	15 families have had the Foundations pilot curriculum (offered to all NAZ Families) 30 families have completed the pilot Infant/Toddler curriculum.

Source of Funding: NAZ budget; with in-kind from Partners who host courses

Key Information about Solution

Current level of service	15 “Foundations” 30 Infant/Toddler 0 Pre-School 0 Elementary 0 Middle 0 High School
Current estimated saturation rate (need vs. receive solution)	Less than 1% for Foundations and Infant/Toddler 0 Pre-School 0 Elementary 0 Middle 0 High School
Target saturation rate	15% of each
Cost per family per session	\$1,666
# of families targeted to receive curriculum for each level	
2012	2013 through 2016
120 Found. 60 Infant 30 Pre-School 30 Elementary 30 Middle 30 High School	160 families in Foundations through 8 course annually 75 families in Infant/Toddler through 5 courses annually (15 per) 75 families in Pre-School through 5 courses annually (15 per) 125 families in Elementary through 5 courses annually (25 per) 125 families in Middle through 5 courses annually (25 per) 125 families in High School through 5 courses annually (25 per)

Scale Up Implementation Plan:

In year one, NAZ will scale up the Infant/Toddler session to four courses (12 weeks each) over the year held at two different partner locations, and the Foundations course to eight courses (four weeks each). Because the other age-focused classes are still being developed, classes will not be offered until the second half of 2012, so scale-up rate is slower.

Solution 5: Building teacher-effectiveness infrastructure across NAZ Target Schools

Service Provider(s): Target Schools
Center for Educational Leadership, University of Washington

Segmentation Analysis: 4,141 students estimated in Zone
3,155 students in Zone estimated to need service

Current Level of Service: 1,230 students living in Zone attending Target Schools; 3,166 students in Target Schools who do not live in the Zone (but will benefit from increased teacher effectiveness)

Source of Funding: NAZ budget for consulting; schools will cover time for principals and teachers to participate

Key Information about Solution:

*(Based on a median licensed teacher ratio of 14)

Year of teacher effectiveness development training for teachers in high-quality instruction	# of teachers to participate in teacher effectiveness professional development utilizing components of high-quality instruction	# of students that will be impacted by at least one teacher utilizing the components of high-quality instruction
2012	150	2,100
2013	185	2,590
2014-2016	All 335 Teachers	All students in all of the Target Schools

Scale Up Implementation Plan:

- Phase one of principal training is complete with eight of the nine Target Schools participating. Phase two will begin in 2012 with nine principals and approximately 150 teachers across all the Target Schools participating.
- In 2013, 185 teachers will begin their professional development using the 5D Framework for high-quality instruction.
- From 2014-2016 all of the teachers will be utilizing the 5D framework on an on-going basis as part of their professional development communities. All the students in the Target Schools will be benefiting from high-quality instruction and academic achievement will be positively impacted.

Solution 6.1: Support capacity in NAZ children starting at birth with a Comprehensive Early Learning Network – *access to high quality early learning centers and supports*

Service Provider(s): Bright Water Montessori School
 Minneapolis Public Schools early childhood
 Mary T. Welcome Child Development Center
 The Family Partnership
 Greater Minneapolis Crisis Nursery
 Resources for Child Caring
 Way to Grow
 Parents as Teachers

Segmentation Analysis: 939 children estimated in Zone
864 children estimated to need services

Current Level of Service: 75 children in Zone currently in NAZ Early Learning Centers; 236 households receiving early childhood supports from NAZ partners

Source of Funding: NAZ budget covers NAZ infrastructure for services (NAZ Connect, etc.); partner providers use existing resources for direct services

Key Information about Solution

Current estimated saturation rate for Early Learning Centers	8%
Current estimated saturation rate for services	27%
Target saturation rate for both	35% centers 50% services
Average cost per child	\$12,000 for center \$1,000 for services
# of families targeted for scale up plan	
2012	2013
100 Centers 250 Services	150 Centers 350 Services
2014	2015
300 Centers 450 Services	300 Centers 450 Services
2016	
300 Centers 450 Services	

Scale Up Implementation Plan:

- Hire one NAZ Early Childhood Navigator to serve as an expert in the Early Learning Network, under the direction of the appointed Director, and to provide day-to-day oversight and coordination-level work for this Action Area. This position will train and support the Liaisons and Engagement Team members to improve families’ access to housing services through the NAZ Connect tool.
- Hire three NAZ Early Childhood Liaisons, who will work on site at the three early childhood programs that will NOT be assigned NAZ Connectors and Academic Case Managers. Liaisons provide a close link between the NAZ Engagement Team and the organization, and support them in connecting parents to housing services.

Solution 6.2: Support capacity in NAZ children starting at birth with a Comprehensive Early Learning Network – *screening (with focus on three years)*

Service Provider(s): Bright Water Montessori School
Minneapolis Public Schools early childhood
Mary T. Welcome Child Development Center
The Family Partnership
Greater Minneapolis Crisis Nursery
Resources for Child Caring
Way to Grow

Segmentation Analysis: 373 children estimated in Zone are age three (all are targeted for receiving service)

Current Level of Service: 215 children in Zone screened at age three

Source of Funding: Existing resources, such as Minneapolis Public School's screen at age three services

Key Information about Solution

Current level of service	215			
Current estimated saturation rate (need vs. receive solution)	57%			
Target saturation rate	90%			
Cost per child	\$127			
# of families targeted for scale up plan				
2012	2013	2014	2015	2016
300	350	375	375	375

Scale Up Implementation Plan:

NAZ will promote and track all NAZ families with a three year old and connect them to the Minneapolis Public Schools screening service, which is offered free to families through the NAZ Anchor Partner early childhood location Mona Moede. Screening at all ages under five will be provided to children in other programs, but will not be specifically targeted by NAZ.

Solution 7.1: Out-of-School Time network - *extended learning academic programs (K-8th grade)*

Service Provider(s): Plymouth Christian Youth Center
Target Schools

Segmentation Analysis: 2,892 K-8th grade students estimated in Zone
2,204 students in Zone estimated need service

Current Level of Service: 20 students from Zone enrolled in extended learning Anchor Partner

Source of Funding: NAZ budget

Key Information about Solution

Current estimated saturation rate (need vs. receive solution)	1%			
Target saturation rate	23%			
Cost per child	\$1,329			
# of families targeted for scale up plan				
2012	2013	2014	2015	2016

300	500	500	500	500
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Scale Up Implementation Plan:

NAZ will meet one-third of our expansion goal by increasing program capacity at Plymouth Christian Youth Center to provide after school and summer programming to NAZ youth. Additionally, we will work with Target Schools to offer this academic extended learning programming at their buildings to better integrate the after-school services with the school day.

Solution 7.2: Out-of-School Time network – *best-practice mentoring*

Service Provider(s):	Big Brothers and Big Sisters Kinship of Greater Minneapolis Bolder Options
Segmentation Analysis:	3,470 eligible youth estimated in Zone 2,644 students in Zone estimated to need service
Current Level of Service:	116 youth from Zone with mentors from NAZ partners
Source of Funding:	NAZ budget provides for infrastructure services and 1/3 cost of matching up to 150 matches annually; Partners cover remainder of cost

Key Information about Solution

Current estimated saturation rate (need vs. receive solution)	4%
Target saturation rate	20%
Average cost per child	\$1,500
# of families targeted for scale up plan	
2012	2013
200	300
2014	2015
500	500
2016	500

Scale Up Implementation Plan:

- NAZ will continue to implement collaborative mentor recruitment strategies and PR campaigns to reduce the greatest barrier to matching mentors in the Zone: finding mentors.
- Families in NAZ with eligible youth will be encouraged to enroll and become matched with a mentor through the NAZ Connect tool. Those who set it as a goal in their Achievement Plan will be supported by their NAZ Connector to follow through with the enrollment process.
- NAZ will provide \$500 (one-third of full cost) to the mentoring agency for each NAZ child matched to give priority focus on matching NAZ youth, and to reduce time on the waiting list (implemented as funds are available).

- Mentors who are matched with NAZ youth will be offered additional training to assist with their mentee's Achievement Plan in the NAZ Connect tool.

Solution 8: Track key barriers to family health, well-being, and stability; and connect families to necessary services

Service Provider(s):	NAZ Urban Homeworks Minneapolis Public Housing Authority Project for Pride in Living Emerge Community Development Twin Cities RISE! NorthPoint Health and Wellness Family Partnership Washburn Center for Families
Segmentation Analysis:	Segmentation Analysis solution (<i>Appendix F.3</i>) shows full level of need for each service for both adults and children
Source of Funding:	NAZ budget covers infrastructure services; partner providers cover direct service costs

Scale Up Implementation Plan:

- Hire one NAZ Housing Navigator to serve as an expert in the Housing Action Area and provide day-to-day oversight and coordination-level work for this Action Area. This position will train and support the Liaisons and Engagement Team members to improve families' access to housing services through the NAZ Connect tool.
- Retain two NAZ Housing Liaisons, who will work on site at Urban Homeworks. Liaisons provide a close link between the NAZ Engagement Team and the organization, and support them in connecting parents to housing services.
- Hire one Career and Finance Navigator to serve as an expert on both employment and financial wellness, and provide day-to-day oversight and coordination-level work for this Action Area. This position will train and support the Liaisons and Engagement Team members.
- Hire two Career and Finance Liaisons who will work on site at Emerge Community Development and Twin Cities RISE! Liaisons provide a close link between the NAZ Engagement Team and the organization, and support them in connecting parents to job support and financial education services.
- Hire one Behavioral Health Navigator to serve as an expert in the Mental Health Action Area and provide day-to-day oversight and coordination-level work for this Action Area. This position will train and support the Liaisons and Engagement Team members to improve families' access to Behavioral Health services through NAZ Connect.

- Hire two Behavioral Health Liaisons who will work on site at Washburn Center for Children and NorthPoint Health and Wellness. Liaisons provide a close link between the NAZ Engagement Team and the organization, and support them in connecting parents to Health and Wellness services.
- Design a protocol and train partner organizations to work with the NAZ Connect tool in three ways: 1) to efficiently identify and provide services to the NAZ enrolled families who have been sent to them, 2) to proactively enroll families in NAZ, and 3) track family progress on an individual level, as well as on a global level, which will enable partners to establish strategic plans to improve existing services.

**APPENDIX F.3:
Segmentation Analysis**

Appendix F.3
Segmentation Analysis by Solution

Continuum of Solutions - Project Services for Children in NAZ	Age or school year Range	Estimated # in Zone Total est. number of kids 0-17 = 5,615 ^a	Estimated # in Zone needing services ^b
Solution 1: NAZ Connector (neighbor-leader) engagement process with families	All ages	2,047 families ^c	1,794 families ^d
Solution 2: Academic Case Management from pre-K through 6 th grade	K-8 th grade	2,892	2,204 children ^e
Solution 3: NAZ Connect achievement planning and data system	All ages	2,047 families ^f	1,794 families ^g
Solution 4: NAZ Family Academy parent education curriculum	0-2 years	655 families	865 parents ^h
	3-4 years	573 families	766 parents ⁱ
	K-5 th grade	1,187 families	1,568 parents ^j
	6 th -8 th grade	676 families	892 parents ^k
	9 th -12 th grade	860 families	1,135 parents ^l
Solution 5: Target Schools – teacher effectiveness infrastructure	K-12 th grade	4,141	3,155 children ^m
Solution 6: Support learning capacity in NAZ children starting at birth with a Comprehensive Early Learning Network <ul style="list-style-type: none">• Access to 3- & 4-Star Rated Early Learning Programs• Screening at 3 years• Early Childhood Education and Support Services	2-4	939 children	864 children ⁿ
	3	373	373 children ^o
	0-5	1,825 kids 1,160 households 1,531 parents	827 parents ^p
Solution 7: Out-of-School Time Network with extended learning academic programs, best-practice mentoring, and arts and humanities enrichment opportunities.	K-8 th grade	2,892	2,204 children ^q
	6-16 yrs	3,470	2,644 children ^r
	3 rd -12 th grade	3,149	2,400 children ^s

Appendix F.3
Segmentation Analysis by Solution

<p>Solution 8: Track key barriers to family health, well-being, and stability, and connect families to necessary services, including:</p> <ul style="list-style-type: none"> • Family stability with housing, career and financial pathways • Individual adult and child health and behavioral health 	K-12 th grade	4,141	509 children ⁱ
	0-2 years plus pregnant moms	991 infants and pregnant mothers	239 infants and pregnant mothers ^u
	Infant to 12 th grade	5,615	748 children ^v
	All families	2,047 families ^w	246 families ^x
	All parents	2,702 parents	84 parents (poor health) + 484 parents (fair health) = 568 parents ^y
	All parents	2,702 parents	351 parents ^z
	All parents	2,702 parents	2,405 parents do not have jobs or earn less than \$40,000 a year in their primary job. ^{aa}

^a Total number of children age 0-17 from 2010 block-level US Census data; distribution by age from NAZ's household survey of the Zone, 2010.

^b Estimates of need are derived by applying trends in sample populations (details in individual footnotes) to the relevant groups of children or families. These estimates do not take into consideration the margins of error of the sample-based percentages from which they are derived, and are therefore not intended to provide exact measures of need.

^c From block-level ACS 2005-2009: In NAZ (most accurate geography):
 Married families with kids: 659 (32%)
Unmarried families with kids: 1,388 (68%)
Total families with children: 2,047

^d NAZ's household survey of the Zone found that 48% of households with children have children under 5, and 100% of these households are targeted for NAZ Engagement and NAZ Connect. In addition, these services are targeted at all households with school-age children performing below grade level, which is determined based on a math proficiency rate of 76%, with data sourced from Minneapolis Public Schools on children living in the Zone and attending a Minneapolis public school. We therefore include 76% of the 52% of households who have children of school age but are not already counted in the group of households with children under five. The actual number and percentage of **children** in need of service will be slightly higher, because some children will be at grade level in one

Appendix F.3

Segmentation Analysis by Solution

skill area but not both. The actual number and percentage of **families** in need of the service may be slightly lower, because children who are not proficient in math will likely be unevenly distributed across households (with some households having multiple children who are not proficient while other households have children who are all proficient). The relative weights of these two biases are unknown.

^e Every child performing below grade level is considered in need of enhanced teacher effectiveness, extended academic day, mentoring, and arts and humanities enrichment. Source: Minneapolis Public Schools data on children living in the Zone and attending a Minneapolis public school. Data on performance at grade level are currently provided separately for math and reading; percents are based on the measure with lower proficiency in the Zone (76% of NAZ children are below grade level in math). The actual number and percentage of children in need of the service will be slightly higher, because some children will be at grade level in one skill area but not both.

^f From block-level ACS 2005-2009: In NAZ (most accurate geography):
Married families with kids: 659 (32%)
Unmarried families with kids: 1,388 (68%)
Total families with children: 2,047

^g NAZ's household survey of the Zone found that 48% of households with children have children under five, and 100% of these households are targeted for NAZ Engagement and NAZ Connect. In addition, these services are targeted at all households with school-age children performing below grade level, which is determined based on a math proficiency rate of 76%, with data sourced from Minneapolis Public Schools on children living in the Zone and attending a Minneapolis public school. We therefore include 76% of the 52% of households who have children of school age but are not already counted in the group of households with children under five. The actual number and percentage of **children** in need of service will be slightly higher, because some children will be at grade level in one skill area but not both. The actual number and percentage of **families** in need of the service may be slightly lower, because children who are not proficient in math will likely be unevenly distributed across households (with some households having multiple children who are not proficient while other households have children who are all proficient). The relative weights of these two biases are unknown.

^h Need for Family Academy: Assumed to be 100% because it combines parent education, strengthening the neighborhood cohesiveness, and culture of expectation for educational and career success. The number represents parents with children age **zero to three**, based on American Community Survey (2005-2009) showing 32% of households with children have two parents. Families with multiple children in each age range are only counted once per age range.

ⁱ Need for Family Academy: Assumed to be 100% because it combines parent education, strengthening the neighborhood cohesiveness, and culture of expectation for educational and career success. The number represents parents with children age **three to four**, based on American Community Survey (2005-2009) showing 32% of households with children have two parents. Families with multiple children in each age range are only counted once per age range.

^j Need for Family Academy: Assumed to be 100% because it combines parent education, strengthening the neighborhood cohesiveness, and culture of expectation for educational and career success. The number represents parents with children age **five to ten**, based on American Community Survey (2005-2009) showing 32% of households with children have two parents. Families with multiple children in each age range are only counted once per age range.

^k Need for Family Academy: Assumed to be 100% because it combines parent education, strengthening the neighborhood cohesiveness, and culture of expectation for educational and career success. The number represents parents with children age **11-13**, based on American Community Survey (2005-2009) showing 32% of households with children have two parents. Families with multiple children in each age range are only counted once per age range.

Appendix F.3

Segmentation Analysis by Solution

¹ Need for Family Academy: Assumed to be 100% because it combines parent education, strengthening the neighborhood cohesiveness, and culture of expectation for educational and career success. The number represents parents with children age **14-17**, based on American Community Survey (2005-2009) showing 32% of households with children have two parents. Families with multiple children in each age range are only counted once per age range.

^m Every child performing below grade level is considered in need of enhanced teacher effectiveness, extended academic day, mentoring, and arts and humanities enrichment. Source: Minneapolis Public Schools data on children living in the Zone and attending a Minneapolis public school. Data on performance at grade level are currently provided separately for math and reading; percents are based on the measure with lower proficiency in the Zone (76% of NAZ children are below grade level in math). The actual number and percentage of children in need of the service will be slightly higher, because some children will be at grade level in one skill area but not both.

ⁿ NAZ's household survey of the Zone (2010) found that 8% of the children age two to four were in center-based care or a preschool.

^o Every child needs to be screened by age three.

^p NAZ's household survey of the Zone found that 54% of parents of children age zero to five had not attended any kind of parent training (on issues such as child development or healthy eating) in the past 12 months. The number of parents is based on American Community Survey (2005-2009) showing 32% of households with children have two parents.

^q Every child performing below grade level is considered in need of enhanced teacher effectiveness, extended academic day, mentoring, and arts and humanities enrichment. Source: Minneapolis Public Schools data on children living in the Zone and attending a Minneapolis public school. Data on performance at grade level are currently provided separately for math and reading; percents are based on the measure with lower proficiency in the Zone (76% of NAZ children are below grade level in math). The actual number and percentage of children in need of the service will be slightly higher, because some children will be at grade level in one skill area but not both.

^r Every child performing below grade level is considered in need of enhanced teacher effectiveness, extended academic day, mentoring, and arts and humanities enrichment. Source: Minneapolis Public Schools data on children living in the Zone and attending a Minneapolis public school. Data on performance at grade level are currently provided separately for math and reading; percents are based on the measure with lower proficiency in the Zone (76% of NAZ children are below grade level in math). The actual number and percentage of children in need of the service will be slightly higher, because some children will be at grade level in one skill area but not both.

^s Every child performing below grade level is considered in need of enhanced teacher effectiveness, extended academic day, mentoring, and arts and humanities enrichment. Source: Minneapolis Public Schools data on children living in the Zone and attending a Minneapolis public school. Data on performance at grade level are currently provided separately for math and reading; percents are based on the measure with lower proficiency in the Zone (76% of NAZ children are below grade level in math). The actual number and percentage of children in need of the service will be slightly higher, because some children will be at grade level in one skill area but not both.

^t Minneapolis Public Schools, Zone-specific data on NAZ children attending Minneapolis schools shows 12% of children with an IEP based on a primary diagnosis of behavioral issues.

^u Hennepin County SHAPE survey, subsample for North Minneapolis (2006) found that 20% of children did not make expected well-child visits in the previous 12 months. Minneapolis Department of Health and Family Support report on Minneapolis Birth Data 2007-2009 (published January 2011) found that 45% of births in the four north side neighborhoods were to mothers who had less than adequate prenatal care.

^v Hennepin County SHAPE survey, subsample for North side of Minneapolis (2006) found that 13% of children 0-17 currently have asthma.

Appendix F.3

Segmentation Analysis by Solution

^w From block-level ACS 2005 – 2009: In NAZ (most accurate geography):

Married families with kids: 659 (32%)

Unmarried families with kids: 1,388 (68%)

Total families with children: 2,047

^x According to the NAZ household survey, 12% of families have lived at their current address for two months or less.

^y Hennepin County SHAPE survey, subsample for North side of Minneapolis (2006) found that 18% of adults reported “fair” health and 3% reported “poor” health. The number of parents is based on American Community Survey (2005-2009) showing 32% of households with children have two parents.

^z Hennepin County SHAPE survey, subsample for North Minneapolis (2006) found that 13% of adults reported 14 or more unhealthy mental health days in the past 30 days. Number of parents is based on American Community Survey (2005-2009) showing 32% of households with children include two parents.

^{aa} According to 2009 Local Employment Dynamics data, workers in the Zone worked in 3,023 primary jobs and 2,229 of these earned less than \$40,000 a year from these primary jobs. Based on 2010 block-level Census populations and 2009 national labor force participation rates from the Bureau of Labor Statistics, the Zone has an estimated 5,549 NAZ adults, age 18-64, in the labor force. This leaves 2,526 NAZ adults without jobs, in addition to 2,229 job holders who earn less than \$40,000 a year. In total, 4,755 adults, or 89% of all adults in the work force, need job training. The number of parents in need of training assumes that the population of parents has the same job characteristics (labor force participation rate, employment status, average income range) as the population of adults overall. This figure provides an estimate of need, but data are unavailable to estimate what proportion of this need is already being met through existing services.

**APPENDIX F.4:
Target Schools Table**

Appendix F.4

Target Schools Table with School Improvement Plans

Target Schools	School Improvement Plans
Elementary Schools	
<p><u>Elizabeth Hall Elementary</u> MPS, Grades K-5 <i>C. Bennice Young, Principal</i></p> <p>Low Performing, Not Making AYP</p> <p>School Enrollment: 322 Students from Zone: 118</p>	<p>Focused on increasing achievement in reading and math by improving teaching and learning through: 1) a professional learning community of teachers focused on collaboration, action planning, and professional development based on disaggregated achievement data, 2) an enhanced balanced literacy approach using specialized curriculum guided by reader and writers workshop framework, and 3) increased time on task with differentiated learning and inquiry based instruction.</p>
Middle or K-8 Schools	
<p><u>Nellie Stone Johnson</u> MPS, Grades K-8 <i>Leadriane Roby, Principal</i></p> <p>Low Performing, Not Making AYP, School is Restructured</p> <p>School Enrollment: 651 Students from Zone: 310</p> <p>*Located within Zone boundaries</p>	<p>Focused on increasing achievement in reading and math by improving teaching and learning through: 1) a professional learning community of teachers focused on collaboration, action planning, and professional development based on disaggregated achievement data, and 2) for middle school math, a supplemental program is being used with targeted interventions, as well as increased time on task with an extra math period/math intervention and support during the school day.</p>
<p><u>Harvest Prep/SEED Academy</u> Public Charter, Grades Pre-K-8 <i>Eric Mahmoud, Principal</i></p> <p>Making AYP</p> <p>School Enrollment: 1,000 Students from Zone: 202</p>	<p>Focused on improving achievement so that the entire school is at an 80% proficiency rate in math and reading by: 1) ensuring that there is high quality instruction in all classrooms, 2) supporting and monitoring teachers to ensure that they are constantly improving, 3) continuously monitoring academic progress, and 4) increased time on task facilitated by an extended school year and school day.</p>
<p><u>Ascension School</u> Private Parochial, K-8 <i>Dorwatha Woods, Principal</i></p> <p>Making AYP</p> <p>School Enrollment: 252 Students from Zone: 60</p>	<p>Focused on improving achievement by utilizing data to drive instruction and the teacher's overall practice. Students are tested on an on-going basis to pinpoint progress and to determine interventions needed. Enhancing supports are provided to students through the Homework Help Program, a Tutoring Program, and a summer program that is focused on language arts and math as well as differentiated instruction.</p>

Appendix F.4

Target Schools Table with School Improvement Plans

<p><u>Sojourner Truth</u> Public Charter, K-6 <i>Julie Guy, Principal</i></p> <p>Making AYP</p> <p>School Enrollment: 256 Students from Zone: 83</p>	<p>Focused on improving achievement by: 1) utilizing data to drive instruction and the teacher's overall practice, 2) the development of a professional learning community for teachers based on collaboration, and 3) shared action planning.</p>
<p><u>WISE Academy</u> Public Charter, Grades K-8 <i>LaTanya Washington, Principal</i></p> <p>Low Performing, Not Making AYP, School is Restructured</p> <p>School Enrollment: 249 Students from Zone: 47</p>	<p>Focused on improving: 1) instructional leadership, 2) the quality of teaching and learning, 3) implementing positive behavior supports and interventions, 4) restructuring delivery of service for students with disabilities, and 5) staff reconstitution.</p>
<p>High Schools</p>	
<p><u>North High School</u> MPS, Grades 9-12 <i>Peter Christensen, Principal</i></p> <p>Low Performing, Not Making AYP School is Restructured</p> <p>School Enrollment: 300 Students from Zone: 91</p>	<p>Focused on: 1) changing the governance structure in a significant manner, with increased oversight by the district, 2) increasing academic achievement in reading and math by developing a professional learning community, 3) changing the core instructional model, 4) modifying the master school schedule to include an advisory period, and 5) reconstitution of school staff and leadership.</p>
<p><u>PYC Arts and Technology</u> MPS, Grades 7-12 (Contract Alternative) <i>Kathleen Butts, Education Director</i></p> <p>Low Performing, Not Making AYP School is Restructured</p> <p>School Enrollment: 126 Students from Zone: 31</p> <p>*Located within Zone boundaries</p>	<p>Focused on increasing achievement by: 1) implementing a Community-based Response to Intervention (RTI) for students with low attendance and academic challenges, 2) utilizing data-driven classroom walkthroughs and instructional coaching to support classroom teachers in consistent and effective use of school-wide "Cycle of Effective Teaching", 3) integrating Arts and Technology in all academic classrooms to increase relevance.</p>

Appendix F.4

Target Schools Table with School Improvement Plans

<p>Patrick Henry High School MPS, Grades 9-12 <i>Latanya Daniels, Principal</i></p> <p>Low Performing, Not making AYP Preparing for Restructure</p> <p>School Enrollment: 1240 Students from Zone: 288</p>	<p>Focused on improved student learning through: 1) focused instruction, 2) the establishment of a professional learning community based on collaboration and core planning time driven by student data, 3) vertical and horizontal alignment of curriculum, 4) continuation of the AVID, a college-prep/tutoring for average students and first in family to attend college, and 5) an extended school day.</p>
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MPS = Minneapolis Public School

AYP = Adequate Yearly Progress is a means of measuring, through standards and assessments, the achievement of No Child Left Behind's (NCLB) goal.

APPENDIX F.5:
Partner Table

Appendix F.5
Partner Table

Note: See Target Schools list in Appendix F.4 for participating schools.

Organization	Direct or Capacity	Anchor	Role, Match Amount, and # Served (if direct)
AmeriCorps/Reading Corps	Capacity		Provides VISTAs and Reading Corps members to Project \$298,000
Big Brothers and Big Sisters	Direct	X	Mentoring partner \$38,000 for 29 youth (additional 20 through NAZ-funded mentoring)
Bolder Options	Direct	X	Mentoring partner \$35,000 for 10 youth (additional 20 through NAZ-funded mentoring)
Bright Water Montessori	Direct	X	Early Learning Network <i>Quality Rated Early Learning Center</i> \$188,400 for 19 children
Capri Theater	Direct	X	Arts and Humanities partner – match amount is reflected within Plymouth Christian Youth Center
Center for Early Education Department; University of Minnesota	Capacity and Direct	X	Internal Evaluation (lead) and provides early childhood screening and assessments (Under contract with NAZ – match is N/A)
Children’s Museum of Minnesota	Capacity		Opening children’s museum site at library in the Zone \$200,000
City of Minneapolis	Capacity		Government partner \$146,327
College Readiness Consortium; University of Minnesota	Capacity		Supports Academic Case Management and Family Academy curriculum – match is N/A
Emerge Community Development	Direct	X	Career and Financial Pathways partner (lead) – match is N/A
The Family Partnership	Direct	X	Early Learning Network and Behavioral Health partner (lead) <i>Quality Rated Early Learning Center</i> \$336,000 for 28 children
Greater Minneapolis Crisis Nursery	Direct	X	Early Learning Network partner \$213,600 for 80 children
Juxtaposition Arts	Direct	X	Arts and Humanities partner \$70,000 for 70 youth
Kinship of Greater Minneapolis	Direct	X	Mentoring partner (lead) \$35,000 for 23 youth (additional 20)

			through NAZ-funded mentoring)
LaCreche Early Childhood Centers	Direct	X	Early Learning Network <i>Quality Rated Early Learning Center</i> \$221,046 for 14 children
Lundstrum Center for the Performing Arts	Direct		Arts and Humanities partner \$30,000
Minneapolis Public Housing Authority	Direct		Housing partner; provides program priority to NAZ families – match is N/A
Minneapolis Youth Coordinating Board	Capacity		Provides in-kind Family Academy Infant/Toddler Director staff \$50,000 for in-kind position
Minnesota Visiting Nurse Agency	Direct	X	Early Learning Network partner \$148,800 for 134 children
NorthPoint Health and Wellness Center	Direct	X	Health and Behavioral Health partner \$947,853 for 245 children and 351 adults
Northside Child Development Center	Direct	X	Early Learning Network partner \$169,512 for 14 children
Plymouth Christian Youth Center	Direct	X	Out-of-School Time/Extended Learning partner (lead) \$925,165 (variety of services)
Parents as Teachers	Capacity		Supports early learning programs and curriculum – match is N/A
Project for Pride in Living, Inc.	Direct	X	Housing partner; provides affordable housing to NAZ families \$100,000 for 12 affordable rental units
Resources for Child Caring	Direct	X	Early Learning Network partner \$68,983 for 101 children
Twin Cities RISE!	Direct	X	Career and Financial Pathways partner (lead) – match is N/A
Urban Homeworks	Direct	X	Housing partner (lead) \$58,998
Washburn Center for Children	Direct	X	Behavioral Health partner \$454,545 for 91 children
Way to Grow	Direct	X	Early Learning Network partner \$88,436 for 56 children

Definitions:

Anchors = Include 21 service partners playing a lead role with families; will use NAZ Connect tool to coordinate services.

Direct = Includes Anchors and additional direct-service partners providing services to families.

Capacity = Provides strategic, resource, evidence-based, or curriculum support.

Lead = Provides a NAZ Manager under contract with NAZ to lead Action Team work.

APPENDIX F.6:
Letters of Support from Government

Congress of the United States
Washington, DC 20515

September 1, 2011

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue S.W.
Washington, DC 20202

Re: Northside Achievement Zone (NAZ) Proposal
Promise Neighborhoods Program Implementation Grant
CFDA # 84.215

Dear Secretary Duncan,

We are writing to express our support for the application submitted by the Northside Achievement Zone to the Office of Innovation and Improvement, U.S. Department of Education, for funding under the Promise Neighborhoods Program Implementation Grant. The NAZ is requesting \$5,000,000 per year for three years to improve the educational outcomes of children in North Minneapolis.

North Minneapolis, located in the heart of Minnesota's Fifth Congressional District, is one of the most challenged communities in Minnesota. The low academic achievement indicators in this community coupled with disproportionately high rates of violence, poverty, unemployment, homelessness, and inadequate access to physical, mental, and behavioral health resources present the community with very difficult challenges. With funding from this grant, NAZ plans to address these challenges by implementing comprehensive projects that align rigorous academic programs with student and whole family supports. The objective is to greatly improve educational achievement of children, leading to stronger, more stable families and neighborhoods.

We urge your support for this application and thank you in advance for your consideration of this request.

Sincerely,

KEITH ELLISON
Member of Congress

AMY KLOBUCHAR
United States Senator

AL FRANKEN
United States Senator

cc: Sandra Samuels, CEO, Northside Achievement Zone



STATE OF MINNESOTA

Office of Governor Mark Dayton

130 State Capitol ♦ 75 Rev. Dr. Martin Luther King Jr. Boulevard ♦ Saint Paul, MN 55155

September 2, 2011

Ms. Sondra Samuels
Chief Executive Officer
Northside Achievement Zone
1200 West Broadway Avenue, Suite 250
Minneapolis, Minneapolis 55411

**Re: CFDA Number 84.215 – Letter of Support for the Northside Achievement Zone’s
Proposal for Promise Neighborhoods Program Implementation Grant**

Dear Ms. Samuels:

I wish to offer my support of your proposal to the Department of Education’s Promise Neighborhoods.

The achievement gap between African American and white students is a very serious problem in Minnesota.

The Northside Achievement Zone (NAZ) offers an exciting and highly viable solution. It is a solution that is already showing very positive results, from its 60 partners, all prepared to offer wrap-around support to families and to ensure that all children graduate college-ready from high school.

NAZ has actively supported my successful efforts to pass critical education reform policies, such as continuing the current quality rating improvement for daycare and early childhood providers to position Minnesota favorably to compete for Race to the Top dollars. In addition, five of NAZ’s key leaders sit on my newly formed Early Learning Council.

Because I know that funding through the Promise Neighborhoods grant would enable NAZ to accelerate its scale-up efforts beyond its pilot group of families, and because I know that NAZ leadership has the capacity to carry out the vision of the Promise Neighborhoods, I offer my strong endorsement for this proposal. I respectfully ask the U.S. Department of Education to give it favorable consideration.

A handwritten signature in blue ink that reads "Mark Dayton".

Mark Dayton
Governor



September 6, 2011

Sondra Samuels, CEO
Northside Achievement Zone
1200 W. Broadway Ave. Suite 250
Minneapolis, MN 55411

Re: CFDA Number 84.215 – Letter of Support for the Northside Achievement Zone Proposal for Promise Neighborhoods Program Implementation Grant

Dear Ms. Samuels,

The Minnesota Department of Education enthusiastically endorses the Northside Achievement Zone proposal for an implementation grant for the Promise Neighborhood Initiative.

At the Minnesota Department of Education, we know what a vital role community plays in the academic success of children - especially in communities where our achievement gap is the greatest. We share many of the same goals as your organization – particularly around the urgency of providing access to high quality early childhood education to the children of this state. We are proud to have four members of your management team on our Early Learning Advisory Council.

We look forward to supporting the Northside Achievement Zone as a strategic partner, drawing on the proven and promising strategies that emerge from your organizations groundbreaking work that prioritizes the educational success and well being of our state's youngest and most vulnerable citizens.

The Northside Achievement Zone has demonstrated leadership in the Promise Neighborhood model of developing “cradle to career” networks of support for students and families. The Promise Neighborhoods grant would enable the Northside Achievement Zone to accelerate its innovative collaboration to support families and children. I offer this proposal my strong endorsement and urge the U.S. Department of Education to give it their full consideration.

Sincerely,

Brenda Cassellius, Ed. D.
Commissioner

education.state.mn.us

Linda Higgins

Senator District 58
27 State Office Building
100 Rev. Dr. Martin Luther King, Jr. Blvd.
St. Paul, MN 55155-1206
Office phone: (651) 296-9246



Senate

State of Minnesota

September 1, 2011

Sondra Samuels, CEO
Northside Achievement Zone
1200 W. Broadway Ave., Suite 250
Minneapolis, MN 55411

Dear Ms. Samuels:

Please accept this letter of support for your proposal to the Department of Education's Promise Neighborhoods Program, CFDA Number 84.215.

As a representative of North Minneapolis in the Minnesota State Senate, I know firsthand that the Northside is a strong community and a great place to live, but I also know that it has some challenges that have been seen as intractable. Low academic achievement indicators coupled with disproportionately high rates of violence, poverty, unemployment, and homelessness makes life success difficult for many children living in the Zone.

I understand that the Promise Neighborhood concept is designed to address these challenges through a continuum of solutions meant to intervene in the educational trajectory of the community's children while stabilizing and supporting their families. I have been watching you construct the collaborative structure to implement this continuum for the last two years, and am excited to see initial impacts as the process has solidified.

As the State Senator representing the Zone, I commit to partnering with NAZ by working to eliminate policy barriers, by reducing, where ever possible, the isolation of service providers, by working across jurisdictions and by looking toward the proven and promising practices that emerge from NAZ as a foundation for public urban policy.

I offer this proposal my strong endorsement and hope that the U.S. Department of Education gives it their full consideration.

Cordially,

Linda Higgins
Minnesota State Senator, District 58



Minneapolis
1990-2010
www.minneapolis.gov

Bobby Joe Champion
State Representative



Minnesota House of Representatives

District 58B
Downtown
North Loop
North Minneapolis

August 30, 2011

Sondra Samuels, CEO
Northside Achievement Zone
1200 W. Broadway Ave. Suite 250
Minneapolis, MN 55411

Re: CFDA Number 84.215 – Letter of Support for the Northside Achievement Zone Proposal for Promise Neighborhoods Program Implementation Grant

Dear Ms. Samuels,

Please accept this letter of support for your proposal to the Department of Education's Promise Neighborhoods Program.

As a State Representative, a portion of my district includes North Minneapolis. I consider the Northside to be a great community with many assets, but I also know that it has some challenges that are often seen as unsolvable or overwhelming. Low academic achievement, disproportionately high rates of violence, and poverty are ongoing barriers that our children must overcome to fulfill their potential.

I understand that the Promise Neighborhood concept is designed to address these challenges through a continuum of solutions created to change the educational path of the community's children, while stabilizing and supporting their families. For the last two years, I have been watching the Northside Achievement Zone build their collaborative structure to make this continuum a reality. I am both excited and inspired to see the first signs of change, now that the process has come together and solidified.

Because of its strong history of already doing the work described in the Promise Neighborhoods Request for Proposal, I feel that the Northside Achievement Zone is perfectly positioned to effectively lead the expansion of a Promise Neighborhood initiative, and I commit to supporting your work wherever possible.

I offer this proposal my endorsement and hope that the U.S. Department of Education gives it their full consideration.

Sincerely,

Bobby Joe Champion
State Representative, District 58B





BOARD OF HENNEPIN COUNTY COMMISSIONERS
A-2400 GOVERNMENT CENTER
MINNEAPOLIS, MINNESOTA 55487-0240

September 1, 2011

Sondra Samuels, CEO
Northside Achievement Zone
1200 W. Broadway Ave. Suite 250
Minneapolis, MN 55411

Re: CFDA Number 84.215 – Letter of Support for the Northside Achievement Zone Proposal for Promise Neighborhoods Program Implementation Grant

Dear Ms. Samuels,

Please accept this letter of support for your proposal to the Department of Education's Promise Neighborhoods Program.

Through my representation of North Minneapolis as a Hennepin County Commissioner, I know that low academic achievement indicators coupled with disproportionately high rates of violence, poverty, unemployment, and homelessness makes life success difficult for many children living in the area represented by NAZ.

My understanding is that the Promise Neighborhoods concept is designed to address these challenges through a continuum of solutions. Given NAZ's strong history of offering these very solutions through its 60-member collaborative, I believe NAZ is perfectly positioned to expand its work in a meaningful way with Promise Neighborhood funding and strongly support the application.

As a County Commissioner representing North Minneapolis, I am committed to working to eliminate policy barriers by reducing disparities, increasing graduation rates, and working across jurisdictions toward the proven and promising practices that emerge from organizations like NAZ.

I offer this proposal my strong endorsement and hope that the U.S. Department of Education gives it their full consideration.

Sincerely,

Mark Stenglein
Hennepin County Commissioner

SEPTEMBER 2, 2011

NEW BUSINESS:

REGULATORY SERVICES (275185)

Traffic Control Revenue Contracts: Authorize receipt of revenue (\$50,000) per year for services for the TCF Bank Stadium on an ongoing basis; and execute related contracts.

NEW BUSINESS (See Rep):

CITY COUNCIL (275185.1)

2011 Budget Amendment: List of vacant positions to be removed from 2011 Operating Budget (New Business #2).

FILED:

CITY CLERK (275186)

Gopher 94 Wine & Spirits, 217 W Broadway: Transcripts of the following proceedings relating to the application for an Off-Sale Liquor License:

- a) RE&E Committee March 21, 2011
- b) City Council April 1, 2011
- c) City Council April 15, 2011.

The following reports were signed by Mayor Rybak on September 7, 2011, unless noted otherwise. Minnesota Statutes, Section 331A.01, Subd 10, allows for summary publication of ordinances and resolutions in the official newspaper of the city.

REPORTS OF STANDING COMMITTEES

The COMMITTEE OF THE WHOLE submitted the following report:

Glidden moved to find under Council Rule 4 that the regular Council cycle is not adequate, and to consider the action of the Committee of the Whole from September 1, 2011, regarding amending the 2011 City of Minneapolis Federal Legislative Agenda to support the Northside Achievement Zone and passing a resolution doing the same. Seconded.

Adopted by unanimous consent 9/2/2011.

Comm of the Whole - Your Committee recommends that the City's Fiscal Year 2012 Federal Legislative Agenda, adopted February 25, 2011, be further amended by inserting the following new item after the "Youth Violence Prevention" section:

Education

The City of Minneapolis regards education as the cornerstone of our community. Along with the City, Minneapolis Public Schools, local nonprofit organizations, business and philanthropic partners strive to offer the very best education to every student in the district.

To this end, the U.S. Department of Education's *Promise Neighborhoods* grant program offers an opportunity for students and families to access the comprehensive, wrap-around services they need to guarantee college-readiness for all children living in the targeted areas.

The Northside Achievement Zone is a collaborative of 60 organizations offering these high-touch support services to children and families. The collaborative strives to ensure all children are college-ready, and to end generational poverty in the Zone by building a culture of achievement.

SEPTEMBER 2, 2011

The City of Minneapolis supports the Northside Achievement Zone's efforts to secure funding resources from the *Promise Neighborhoods* grant program to enable them to reach our shared goal of ensuring all young people in Minneapolis are ready to succeed in college and beyond."

Your Committee further recommends passage of the accompanying resolution supporting the Northside Achievement Zone's application to the U.S. Department of Education's Promise Neighborhoods grant program.

Adopted 9/2/2011.

Lilligren moved to reconsider the vote on the above report. Seconded.
Adopted upon a voice vote.

The report was adopted. Yeas, 12; Nays, 0.
Declining to vote - Samuels.

Resolution 2011R-440, supporting the Northside Achievement Zone's application to the U.S. Department of Education's Promise Neighborhoods grant program, was adopted 9/2/2011 by the City Council. A complete copy of this resolution is available for public inspection in the office of the City Clerk.

The following is the complete text of the unpublished summarized resolution.

RESOLUTION 2011R-440
By Johnson and Glidden

Supporting the Northside Achievement Zone's application to the U.S. Department of Education's Promise Neighborhoods grant program.

Whereas, the Northside Achievement Zone is a collaborative of 60 organizations offering wrap-around, high-touch support to families living in a defined geographic area of North Minneapolis;

Whereas, through that collaborative the Northside Achievement Zone is working to guarantee college-readiness for all children living in that Zone;

Whereas, the Northside Achievement Zone intends to end generational poverty in the Zone by building a culture of achievement; and

Whereas, the Northside Achievement Zone is working with all levels of government in order to achieve these goals and their success would mean lasting and meaningful positive change for the City of Minneapolis.

Now, Therefore, Be It Resolved by The City Council of The City of Minneapolis:

That the City of Minneapolis supports the Northside Achievement Zone's application for support through the U.S. Department of Education's Promise Neighborhoods grant program and their efforts to ensure all students in Minneapolis are ready for college, life and citizenship.

Adopted 9/2/2011.

Declining to vote - Samuels.

The COMMUNITY DEVELOPMENT Committee submitted the following reports:

Comm Dev - Your Committee recommends that the proper City officers be authorized to submit the City of Minneapolis 2010 Consolidated Annual Performance and Evaluation Report to the U.S. Department of Housing and Urban Development, with any comments received, on August 29, 2011.

Adopted 9/2/2011.

Comm Dev - Your Committee recommends passage of the accompanying resolution authorizing sale of the property at 2129 Emerson Ave N to UHWR:R IV, LLC, a single and wholly owned subsidiary of Urban Homeworks, Inc for \$1.00, plus reimbursement of City acquisition, holding and title costs not to exceed \$15,000.